**Year 7 Literacy and Numeracy Catch Up Funding Statement 2021-2022**

**Funding Overview and Aims**

The literacy and numeracy catch-up premium provides schools with additional funding to support Year 7 pupils who did not achieve the ‘expected standard’ in reading or mathematics at the end of KS2 (Year 6). Since 2016, scaled scores have been used to report the results of these end of key stage tests, with a scaled score of 100 always representing the expected standard on the test. School receives additional funding for each pupil in Year 7 who achieved less than 100 and therefore did not meet this standard. The funding must be used to implement strategies and approaches that support these pupils to make additional progress so that they are able to catch up with their peers. This statement focuses on the specific use of the £15,370 received from the catch-up premium from March 2021 to March 2022.

**Identification of Pupils and their Catch-Up Needs**

Year 7 pupils were initially identified using their Key Stage 2 scaled scores. Exact literacy and numeracy needs were then identified using a diagnostic approach, including:

• CAT Scores

• Baseline tests

• Initial Maths and English teacher assessment

• School SENDco assessments

**Strategies and Approaches**

Pupils were identified as requiring support on their basic literacy and numeracy skills, with a large percentage of pupils having poor attendance during Key Stage 1, a crucial time for phonics teaching and development, as well as basic numeracy skills such as number formation and sequencing. Some of the reasons for poor attendance was due to medical conditions, as well the Covid-19 pandemic.

A KS2 primary trained specialist had been appointed in 2017 to assist in narrowing the gap in knowledge in Maths. The vast majority of this year’s funding, therefore, was used for targeted small group interventions on a weekly basis, which were monitored, tracked and reviewed by leads from both the English and Maths faculties. As per the EEF’s ‘Improving Literacy in Secondary Schools’ report, these small-group interventions were carefully timetabled to ensure consistent delivery; delivered by a specialist teacher; made links between classroom learning and intervention sessions; carefully monitored to ensure effectiveness. In addition to our primary trained specialist, the school also used small amounts of funding for resources to support the assessment of pupil progress, including Bedrock vocabulary software (used as a diagnostic tool to pinpoint exact literacy needs in lower ability learners).

**Other Strategies and Approaches**

In addition to the specific funded approaches outlined above, the school also invests heavily each year on a much wider range of strategies to support all pupils with their literacy and numeracy needs that pupils identified for the catch-up premium would also receive and benefit from. These include:

- whole school weekly timetabled reading sessions during form time

- Times Tables Rock Stars (a carefully sequenced programme of daily times table practice)

- Use of reading age scores on SIMS marksheets to support classroom teachers

- Extra-curricular competitions and clubs for both literacy and numeracy

- IDL (dyslexia support) Programme

**Outcomes**

Progress against targets are assessed at the end of each half term, and any pupil who is performing on or above target is then released from the programme. Any additional pupils are identified and join the programme. As these interventions are continuous, long-term impact will continue to be monitored and outcomes updated based on pupils progress and teacher assessment at the end of the academic year.